



Year 5/6 - Autumn - Cycle A

History What's in a name? (WW1 focus)

Rights Respecting Articles:

2, 17, 22, 28, 38, 39

- To know and understand the history of Britain
- To develop a chronologically secure knowledge and understanding of British, local and world history
- To gain historical perspective by placing their growing knowledge into different contexts understanding the connections between local, regional, national and international history
- To build upon their knowledge of events beyond living memory that are commemorated.
- To understand how our knowledge of the past is constructed from a range of sources



Language

Conflict, war, Durham, census, useful, utility, area, identify, source, consequence, memorial, chronology

Geography - What Shapes My World? (Mountains)

Rights Respecting Articles:

13, 17, 26, 27, 28, 29

- To know locations, and places which show us evidence of physical and human processes in shaping the landscape.
- To know that physical processes have shaped and continue to alter the landscape and affect the lives of the people who live in different places.
- To use atlases and globes, and a variety of sources of geographical information- text, photographs, satellite images
- To use annotation of photographs, geographical descriptions of features and places, using and referring to geographical resources in writing



Language

Process, human, physical, climate, weather, ice, glacier, water, water cycle, tectonic plates, biomes, climate zones, Earth's crust, biome, vegetation, soil

Computing Online Safety Unit 5.2 Coding Unit 5.1

Rights Respecting Articles:

3, 5, 11, 17, 28, 36

- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Use sequence, selection and repetition in programs; work with variables and various forms of input and output.
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.



Language

Encryption, reputable, plagiarism, citation, identity theft, bibliography, algorithm, decomposition, variable, launch command, scorepad, input, simulation.

French

Rights Respecting Articles:

2, 8, 17, 28, 29, 30

- To be able to listen to and join in with spoken language
- To know key vocabulary
- To be able to speak clearly and confidently



Language

Colours, commands, days, months and numbers in French

Pupils should be taught:

- To explore other times when Britain has been under threat and create their own account of one of these
- To analyse evidence from the era and how well it helps us understand what life was like.
- To write a narrative describing one of the key features in the years around 1900 in Britain.
- To know who from our area was involved in WW1
- To consider how we should remember those who died in WW1 and how we should remember them by designing a memorial

Pupils should be taught:

- To understand that there are a variety of landforms and begin to investigate how they are created.
- To investigate how ice has shaped some of the land in the UK and development of OS map knowledge and skills
- To know about the impact of tectonic movement on landscapes, use different types of map and geographical resources
- To know the effects of river processes around the world (erosion, transport, deposition)
- To know the effect of coastal processes on landforms
- To investigate the impact of human activity on the landscapes

Pupils should be taught:

- To gain a greater understanding of the impact that sharing digital content can have.
- To review sources of support when using technology and children's responsibility to one another in their online behaviour.
- To know how to maintain secure passwords.
- To understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this.
- To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online.
- To learn about how to reference sources in their work
- To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information.
- To represent a program design and algorithm.
- To create a program that simulates a physical system using decomposition.
- To explore string and text variable types so that the most appropriate can be used in programs.
- To use the Launch command in 2Code Gorilla
- To program a playable game with timers and scorepad.

Pupils should be taught:

- To say, read and write colours in French.
- To say, read and write classroom commands in French.
- To say, read and write days of the week in French.
- To say, read and write months of the year in French.
- To say, read and write numbers 1-20 and beyond in French.



Year 5/6 - Autumn - Cycle A

Art & Design

Rights Respecting Articles: 13, 17, 28, 29, 31

- Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design
- Create sketchbooks to record their observations and use them to review and revisit ideas
- Learn about great artists, architects and designers in history
- To improve their mastery of Art and design techniques
- Become proficient in drawing and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design



Pupils should be taught:

Drawing

- To draw by interpreting forms from direct observation
- To look closely at details such as roof tiles and bricks to interpret them accurately
- To recognise and describe *Hundertwasser's* work
- To add colours and motifs to a design to transform the look of a building
- To reimagine and transform the look of a building in the style of *Hundertwasser*
- To design a building based on an architectural style
- To use perspective view, a plan view or front elevation to draw my design
- To design a building based on a theme or to suit a specified purpose
- About the work of different artists and discuss similarities/differences in their work: *The Monument to the Great Fire of London, The Holocaust Memorial in Berlin, The Column of Marcus Aurelius, The Sphinx of Giza*
- To design a monument to symbolise a person or event
- That everything that is made starts with an idea, a drawing, a sketch, a design
- To use their imagination to brainstorm ideas for an invention that has a set purpose
- To develop and communicate ideas through notes and drawings
- To select one idea and draw this in full - including annotations
- To design a new invention
- That throughout history, people have recorded their lives, history and written messages using pictograms and the current emoji is a development from that
- To use symbols to create a meaningful message

Language

observation, lighter shade, darker shade, reimagine, pattern, motif, bold, bright, perspective view, plan view, front elevation, architecture, monument, symbolic aspects, visual concept annotations, diagram, plan, design, visual symbol, visual language, pictogram

Design Technology Mechanical Systems: Pop Up Book Automata Toys

Rights Respecting Articles: 17, 28, 29

Design

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- Investigate and analyse a range of existing products
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Technical knowledge

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

Pupils should be taught:

Pop Up Books

To design a pop up book

- To know that the input is the motion used to start a mechanism and the output is the motion that happens as a result of starting the input
- To know that structures use the movement of the pages to work and mechanisms control movement
- To design a book made up of a front cover and four pages and include a mixture of structures and mechanisms within it

To follow their design brief to make their pop up book

- To use paper, card and glue to make my book structure
- To make mechanisms and/or structures as detailed in their design template by using sliders, pivots and folds to produce movement

To use layers and spacers to cover the working of mechanisms

- To complete the mechanisms and structures as detailed in their design template
- To make their book look neater and more attractive by using layers

To create a high quality product suitable for a target user

- To complete the surface decoration of their pop-up book by adding the story through pictures and captions
- To know that I need to consider the preferences and needs of the user
- To know that good quality making should be neat, accurate and securely assembled

Automata Toys

To use woodworking tools

- I can measure, mark and check the accuracy of the jelutong and dowel pieces I need to cut using the cutting list
- I know that saws have sharp teeth and can be dangerous if not used properly
- I can use a bench hook to saw safely and effectively
- I can measure and cut the card components I need accurately using a ruler and scissors

To assemble components to make a frame

- I can cut components from my cutting list
- For my frame to function effectively I know that: the components must be cut accurately, the joints of my frame should be secured at right angles
- I know that a glue gun can be a dangerous if not used properly

To explore cams and make appropriate choices

- I can carry out cam research to inform the design of my window display
- I understand that different shaped cams produce different follower movements
- I can draw my final window display design based on my cam choices

To assemble a window display

- I can make and assemble the window display, focusing on the decorative elements
- I know that good quality products should be neat, accurate and securely assembled



Language

aesthetics, computer-aided-design (CAD), caption, design, design brief, design criteria, exploded-diagram, function, input, linkage, mechanism, motion, output, pivot, prototype, slider, structure, template, accurate, assembly-diagram, automata, axel, bench hook, cam, clamp, component, cutting list, diagram, dowel, drill bits, finish, follower, frame, function, hand drill, jelutong, linkage, mark out, measure, mechanism, model, research, right angle, set square, tenon saw

Music

Rights Respecting Articles: 13, 17, 28, 29, 31

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musician
- develop an understanding of the history of music



Pupils should be taught:

Song: *Happy* Style of Main Song: *Pop/Neo soul* Unit Theme: *Being happy*
Listen and Appraise As Year 3/4 With these additions

- To know styles from the unit who sang or wrote them, when they were written and why?
- To choose three or four other songs and be able to talk about:
- The style indicators of the songs (musical characteristics that give the songs their style)
- The lyrics: what the songs are about
- Any musical dimensions featured in the songs and where they are used
- The historical context. What was going on at this time, musically and historically?
- Know and talk about that fact that we each have a musical identity
- How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song

Level of challenge	Sing, play and copy back Using instruments	Play and improvise Using instruments, question and answer	Improvise Take it in turns to improvise using ...
Bronze	one note: A	using one note: A	one note: A
Silver	two notes: A&G	using two notes: A&G	using two notes: A&G
Gold	three notes: A G B	three notes: A G B	three notes: A G B
Singing		Playing	
To know and confidently sing five songs and their parts from memory, with a strong internal pulse. To be able to talk about one song: o Its main features o Singing in unison, the solo, lead vocal, backing vocals or rapping		To know and be able to talk about: Different ways of writing music down, e.g. staff notation and symbols The notes C, D, E, F, G, A, B + C on the treble stave The instruments they might play or be played in a band or orchestra or by their friends	
Composing		Performance	
To know and be able to talk about: • A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure • Notation: recognise the connection between sound and symbol		To know and be able to talk about: • Everything that will be performed must be planned and learned • You must sing or rap the words clearly and play with confidence • It is planned and different for each occasion • A performance involves communicating ideas, thoughts and feelings about the song/music	

Song: *Happy Make you Feel My Love* Style of Main Song: *Pop ballads*
Unit Theme: *Pop Ballads*
All elements as above using notes C D E

Language

style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, neo soul, producer, groove, Motown, hook, riff, solo, Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover



Year 5/6 - Spring - Cycle A

History Crime and Punishment

Rights Respecting Articles:

2, 12, 17, 28, 37, 40

- To develop chronological understanding and an awareness of the key features of differing periods in the past
- To understand historical concepts such as change/continuity and similarity and difference
- To be able to note connections, contrasts and trends over time and develop the appropriate use of historical terms.



Geography - Fantastic Forests

Rights Respecting Articles:

12, 13, 17, 27, 28, 29

- To develop knowledge of environmental regions and key features of these areas, vegetation belts - Types of forest, functions, locations.
- To develop knowledge of distribution of natural resources, economic activity
- To know different types of forests, impact of human activity on vegetation, role of forests as a resource
- To use geographical information including satellite photographs, charts and information texts
- To engage in fieldwork and employ geographical skills to include data collection techniques and methods of presentation



Computing Spreadsheets Unit 5.3 Databases Unit 5.4

Rights Respecting Articles:

17, 28, 29

- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.



French (At school)

Rights Respecting Articles:

2, 8, 17, 28, 29, 30

- To listen attentively to spoken language and show understanding by joining in and responding
- To speak in sentences, using familiar vocabulary, phrases and basic language structures
- To read carefully and show understanding of words, phrases and simple writing

Pupils should be taught:

- To understand the broad trends of crime and punishment from the Romans to the 21st century
- To explore crime and punishment in the Roman period.
- To explore and punishment in the Anglo-Saxon and Viking period.
- To explore crime and punishment in the medieval and Tudor periods.
- To explore crime and punishment in the early modern period (Stuarts to 1800)
- To explore crime and punishment in the Victorian period.
- To recap the history of crime and punishment and compare it to today.

Language

Crime, punishment, compare, era, period, detect, prevent, police, probation, prison, jury, fine, theft, lawyer, judge, magistrate, transportation, pillory

Pupils should be taught:

- To understand different types of forest and similarities/differences between them
- To consider the different types of forest and where on Earth they are typically found
- To find out the location and types of woodland and trees in the UK.
- To know the types of vegetation in the local area and the use made of local forest and woodland (could use school site)
- To know the functions of forests, especially as habitats and a comparison of two different forest habitats.
- To understand the nature and role of the Amazon Rainforest.
- To investigate the impact of human activity and deforestation by farming, logging, mining and urbanisation on the rainforests - climate, soil, eco system and people.

Language

Vegetation, forest, woodland, biome, farming, natural resources, equator, tropics, continent, hemisphere. Deforestation, deciduous, coniferous, temperate, boreal, tropical, plantation

Pupils should be taught:

- To copy and paste within 2Calculate.
- Using 2Calculate tools to test a hypothesis.
- To add a formula to a cell to automatically make a calculation in that cell.
- Using a spreadsheet to model a real-life situation and answer questions.
- To learn how to search for information in a database.
- To contribute to a class database.
- To create a database around a chosen topic.

Language

Formula, formula wizard, charts, random tool, spin tool, timer, binary tree, collaborate, statistics.

Pupils should be taught:

- To repeat from memory all the school subjects learnt in class.
- To tell you what subjects they like and dislike at school.
- To tell you the time very simply in French.
- To say what subjects they have today.
- To tell you at what time they go to School.



Language

French school subjects, j'aime, je n'aime pas, times.



Year 5/6 - Spring - Cycle A

Art & Design

Rights Respecting Articles: 13, 17, 28, 29, 31

- Become proficient in drawing and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art and design
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- About great artists and designers in history
- To create sketch books to record their observations and use them to review and revisit ideas



Design Technology Structures: Bridges

Rights Respecting Articles: 17, 28, 29

Design

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose aimed at particular individuals or groups
- Generate, develop, model and communicate their ideas through discussion and prototypes

Make

- Select from and use a wider range of tools and equipment to perform practical tasks
- Select from and use a wider range of materials, components and construction materials according to their functional properties and aesthetics

Evaluate

- Investigate and analyse a range of existing products
- Evaluate their ideas and products against design criteria and consider the views of others to improve their work

Technical Knowledge

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures

Pupils should be taught:

Drawing

- To develop observational drawing
- To develop visual literacy skills to develop my ability to draw objects
- To use fine control with a pencil to make a detailed and analytical observational drawing
- To use a HB pencil to extend the drawing so that the lines are a continuation of the lines that are already there
- To add tonal gradation using a 2B pencil
- About the work of different artists and discuss similarities/differences in their work: *Cezanne's 'Still Life with Apples', Funke's 'Composition—glass and ball', Nicholson's '1946 (still life)'*
- To sketch ideas for a still life study by drawing with attention to form line and layout and observing with care
- To know that my sketches are not the finished article and I can do several attempts
- To evaluate and analyse creative work using the language of art, craft and design
- To understand that art can have both meaning and message
- To evaluate and analyse a work of street art and relate it to the news and current affairs and to British Values
- To understand that a work of public art can have a very powerful message
- About the work of different artists and discuss similarities/differences in their work: *Banksy*
- To create graffiti art
- To recognise there are different styles of graffiti art
- To create a graffiti tag that includes block letters, serifs and two contrasting colours
- To add a 3D shadow to my tag
- To use imagination and visualisation to create an original piece of artwork
- To sketch initial thoughts and ideas based on a given theme
- To use visualisation and imagination to think of an original idea for a picture
- To develop ideas into a successful piece of artwork

Language

Observational drawing, visual literacy, texture, thin, thick, medium, curved, tonal gradation, layout, form line, composition, Graphics, zig-zag, curve, cuboid, graphic representation, Evaluate, analyse, mural, graffiti, tag, contrast, shadow, serif, blend, contrast

Pupils should be taught:

To explore how to create a strong beam

- To identify arch and beam bridges and explain what 'compression and tension' means
- To make a range of different shaped beam bridges
- To identify stronger and weaker structures
- To find different ways to reinforce structures

To build a spaghetti truss bridge

- To identify suspension and truss bridges
- To use triangles to create truss bridges and test them
- To understand how triangles can be used to reinforce bridges

To build a wooden bridge structure

- To measure and mark the wood accurately
- To select appropriate tools and equipment for particular tasks
- To use saws safely to create the parts I need for their bridge
- To use card corners to reinforce the structure

To improve and reinforce a bridge structure

- To identify points of weakness and reinforce them as necessary
- To evaluate the overall success of their bridge and improve it as necessary
- To add road markings to their bridge



Language

Abutment, accurate, arched bridge, beam bridge, bridge, compression, coping saw, evaluation, file, forces, mark out, measure, predict, reinforce, research, right-angle, sandpaper, set square, shape, strong structure, suspension bridge, tenon saw, tension, test, truss bridge, weak

Music

Rights Respecting Articles: 13, 17, 28, 29, 31

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musician
- develop an understanding of the history of music



Pupils should be taught:

Song: A New Year Carol Style of Main Song: Urban Gospel

Unit Theme: Benjamin Britten's music and cover versions

Listen and Appraise As Year 3/4 With these additions

To know styles from the unit who sang or wrote them, when they were written and why?

To choose three or four other songs and be able to talk about:

The style indicators of the songs (musical characteristics that give the songs their style)

The lyrics: what the songs are about

Any musical dimensions featured in the songs and where they are used

The historical context. What was going on at this time, musically and historically?

Know and talk about that fact that we each have a musical identity

How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song

Level of challenge	Sing, play and copy back Using instruments	Play and improvise Using instruments, question and answer	Improvise Take it in turns to improvise using ...
Bronze	one note: A	using one note: A	one note: A
Silver	two notes: A&G	using two notes: A&G	using two notes: A&G
Gold	three notes: A G B	three notes: A G B	three notes: A G B
Singing		Playing	
To know and confidently sing five songs and their parts from memory, with a strong internal pulse. To be able to talk about one song: o Its main features o Singing in unison, the solo, lead vocal, backing vocals or rapping		To know and be able to talk about: Different ways of writing music down, e.g. staff notation and symbols The notes C, D, E, F, G, A, B + C on the treble staff The instruments they might play or be played in a band or orchestra or by their friends	
Composing		Performance	
To know and be able to talk about: • A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure • Notation: recognise the connection between sound and symbol		To know and be able to talk about: • Everything that will be performed must be planned and learned • You must sing or rap the words clearly and play with confidence • It is planned and different for each occasion • A performance involves communicating ideas, thoughts and feelings about the song/music	

Song: You got a Friend Style of Main Song: 70's Ballard/pop

Unit Theme: The Music of Carole King









All elements as above using notes A G E

Language

Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, ostinato, phrases, unison, urban gospel
Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony



Year 5/6 - Summer - Cycle A

<p>History - The Mayans</p> <p>Rights Respecting Articles: 8, 13, 17, 28, 30,35</p> <ul style="list-style-type: none"> To develop chronological knowledge and understanding of the sequence and duration of the main time periods. To understand the methods of historical enquiry, including how evidence is used to make historical claims and how interpretations of the past have been constructed. To gain historical perspective by placing their growing knowledge into different contexts, understanding connections between national and international history. To know about a non-European society that provides contrasts with British history-Mayan Civilisation c900AD <div style="display: flex; justify-content: space-around;">   </div>	<p>Geography - Where has my food come from?</p> <p>Rights Respecting Articles: 3, 17, 27, 28, 32, 36</p> <ul style="list-style-type: none"> To develop knowledge of land use patterns for farming in the UK and another area of the world. To investigate the distribution of natural resources including food and economic activity including food production. To understand how growing and producing food affects the physical geography of a place. To use information from maps, diagrams and information texts. To look at possible questions, collect/ measure and record data through fieldwork. Use some basic presentation techniques <div style="display: flex; justify-content: space-around;">   </div>	<p>Computing Game Creator Unit 5.5 3D Modelling Unit 5.6</p> <p>Rights Respecting Articles: 17, 28, 29, 31</p> <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. <div style="display: flex; justify-content: space-around;">   </div>	<p>French - The weekend</p> <p>Rights Respecting Articles: 2, 8, 17, 28, 29, 30</p> <ul style="list-style-type: none"> To listen attentively to spoken language and show understanding by joining in and responding To speak in sentences, using familiar vocabulary, phrases and basic language structures To read carefully and show understanding of words, phrases and simple writing <div style="display: flex; justify-content: space-around;">   </div>
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> To build and label a timeline based on the world civilizations their have been taught adding in the Maya To know what life was like in Britain and what was happening around the world in the year 1000AD/CE and look for similarities and differences To be able to research then to select and organise relevant historical information.. To know who the Mayans were To develop written primary resource analysis around a primary source. To know the organisation and buildings of the major Mayan settlement of Chiten Itzi. To be able to compare and find similarities between the Mayas and Anglo-Saxons. To understand why the Mayans disappeared To know what happened after the Mayan civilisation disappeared 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> To develop knowledge of the origin of different types of food at basic level before moving to place/ country of origin. To know about - world's countries, trade links, distribution of food resources. To use geographical information to investigate trade and imports To know about land use, economic activity and use of resources. To understand human geography, economic activity, use of resources. To understand impact of human actions on the physical world. To Use geographical knowledge to write a supported judgement 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> To create the game environment. To create the game quest. To finish and share the game. To evaluate their and peers' games. To explore the effect of moving points when designing. To understand designing for a purpose. To understand printing and making. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> To ask the time. To tell the time accurately. To say five things they like to do at the weekend. To identify verbs in learnt sentences. To use connectives to link 2 or 3 sentences together. To tell you what they do at the weekend and at what time
<p style="text-align: center;"><u>Language</u></p> <p>Civilisation, Maya, Mayan, century, millennium, continent, BC/AD or BCE/CE, empire, temple, plaza, sacrifice,</p>	<p style="text-align: center;"><u>Language</u></p> <p>Land use, farm, trade, resources, transport, UK, import, dairy, cereal, livestock, import, produce</p>	<p style="text-align: center;"><u>Language</u></p> <p>Animation, interactive, texture, perspective, playability, CAD, modelling, polygon, net, template.</p>	<p style="text-align: center;"><u>Language</u></p> <p>Je, et, mais, A ____ heure quelle heure est-il?</p>



Year 5/6 - Summer - Cycle A

Art & Design

Rights Respecting Articles: 13, 17, 28, 29, 31

- Create sketchbooks to record their observations and use them to review and re-visit ideas
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms
- Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work
- Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- About great artists, architects and designers in history
- To develop a wide range of Art and design techniques in using colour, pattern, texture, line, shape, form and space
- About great artists, architects and designers in history.
- Evaluate and analyse creative works using the language of art, craft and design

Pupils should be taught:

Drawing/Painting

- To create a symmetrical, abstract art form
- About the use of Rorschach Inkblots
- To use limited materials to create a symmetrical abstract image
- To use my imagination to interpret and add detail to my image
- To research and adopt the style of a famous group of painters
- About the motivations and techniques of impressionist and post-impressionist painters
- About the work of different artists and discuss similarities/differences in their work: **Claude Monet** a famous Impressionist painter
- To paint skillfully by mixing complex colours and applying the paint in the style of **Claude Monet**
- About some of the symbolism used in **Picasso's 'Guernica'**
- To plan and create a drawn composition in the style of **Picasso's 'Guernica'** by using symbols in my artwork to convey a message, considering where the tones of black, grey and white are used to create effect
- To use paint to produce a carefully finished piece of art in the style of **Picasso's 'Guernica'**
- Keep balance in their final composition by viewing work from a distance to see where tones of black white and grey should be used
- To represent ideas graphically, combining words and graphics and justify the choice of graphics and words
- To analyse and evaluate artwork using the following fundamental elements: 'say what you see'/scene, technique, form and shape, colour and light, the title



Language

symmetrical, abstract, inkblot, form, impressionist, post-impressionist, landscape, scene, colour, tone, form, line, shape, symbolism, composition, symbol, tone, still life, form line, hue, tint, shade, colour, light, technique

Design Technology Structures: Playgrounds

Rights Respecting Articles: 17, 28, 29

Design

- Use research to develop and inform the design of innovative, functional and appealing products that are fit for purpose and aimed at particular groups
- Generate, develop, model and communicate ideas through discussion and annotated sketches
- Inform the design of innovative, functional and appealing products, aimed at particular individuals or groups

Make

- Select from and use a wide range of tools and equipment to perform practical tasks
- Select from and use a wider range of materials and components including construction materials, according to their functional properties and aesthetic qualities

Evaluate

- Investigate and analyse a range of existing products
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Technical Knowledge

- Apply understanding of how to strengthen, stiffen and reinforce complex structures

Pupils should be taught:

To design a playground with a variety of structures

- To know that there are different types of structures used in playground apparatus
- To consider how the structures can be used
- To design five different apparatus using three different structures
- To improve my design based on peer evaluation

To build a range of structures

- To build play apparatus structures using the techniques demonstrated as well as prior knowledge of structures
- To know that structures can be strengthened by manipulating materials and shapes
- To measure, mark, cut and shape wood to create a range of structures

To improve and add detail to structures

- To test and adapt their design to improve it
- To identify what makes a successful structure
- To use a range of materials to reinforce and add decoration to their structures

To create surrounding landscape

- To attach structures to a base, reinforcing the join where necessary
- To consider the surrounding environment of their playground
- To create landscape features using a range of materials

Language

Adapt, apparatus, bench hook, cladding, coping saw, design, dowel, evaluation, feedback, idea, jelutong, landscape, mark out, measure, modify, natural materials, plan view, playground, prototype, reinforce, sketch, strong, structure, tenon saw, texture, user, vice, weak.

Music

Rights Respecting Articles: 13, 17, 28, 29, 31

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musician
- develop an understanding of the history of music



Pupils should be taught:

Song: Don't Stop Believing Style of Main Song: Rock

Unit Theme: Ambition, you can do anything

Listen and Appraise As Year 3/4 With these additions

- To know styles from the unit who sang or wrote them, when they were written and why?
- To choose three or four other songs and be able to talk about:
- The style indicators of the songs (musical characteristics that give the songs their style)
- The lyrics: what the songs are about
- Any musical dimensions featured in the songs and where they are used
- The historical context. What was going on at this time, musically and historically?
- Know and talk about that fact that we each have a musical identity
- How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song

Level of challenge	Sing, play and copy back Using instruments	Play and improvise Using instruments, question and answer	Improvise Take it in turns to improvise using ...
Bronze	one note: C	using one note: C	one note: C
Silver	two notes: C&D	using two notes: C&D	using two notes: C&D
Gold	three notes: C D E	three notes: C D E	three notes: C D E
Singing	To know and confidently sing five songs and their parts from memory, with a strong internal pulse. To be able to talk about one song: ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping		Playing To know and be able to talk about: Different ways of writing music down, e.g. staff notation and symbols The notes C, D, E, F, G, A, B + C on the treble stave The instruments they might play or be played in a band or orchestra or by their friends
Composing	To know and be able to talk about: • A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure • Notation: recognise the connection between sound and symbol		Performance To know and be able to talk about: • Everything that will be performed must be planned and learned • You must sing or rap the words clearly and play with confidence • It is planned and different for each occasion • A performance involves communicating ideas, thoughts and feelings about the song/music

Reflect, rewind, replay (classical)

Language

Rock, verse, chorus, pre chorus, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure band/ensemble, style indicators